

Board Office Use: Legislative File Info.	
File ID Number	20-1247
Introduction Date	6/24/20
Enactment Number	20-1019
Enactment Date	6/24/2020 os



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 24, 2020
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Sequoia Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Sequoia Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2019-2020 School Plan for Student Achievement (SPSA)

School: Sequoia Elementary School
CDS Code: 1612596002174
Principal: Ada Carter
Date of this revision: 12/10/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Ada Carter	Position: Principal
Address: 3730 Lincoln Avenue Oakland, CA 94602	Telephone: 510-531-6696 Email: ada.carter@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 12/10/2019
The District Governing Board approved this revision of the SPSA on: 6/24/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Sequoia Elementary School

Site Number: 151

- | | | |
|--|---|--|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: December 10th 2019

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Adla Carter Adla Carter Adla Carter

Principal Signature

12/10/19
Date

Lina Andersen Lina Andersen Lina Andersen

SSC Chairperson Signature

12/10/19
Date

Janet Martin Lakesha Martin

Network Superintendent Signature

12/20/19
Date

Lisa Epulau Lisa Epulau

Officer, State and Federal Programs Signature

12/19/19
Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Sequoia Elementary School**Site Number:** 151

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/13/2018	SSC	Reviewed Big Rocks and SPSA Document
11/13/2018	SPTO	Met with parents to talk about budget and SPSA needs.
12/13/2018	ILT	Revised Big Rocks and discussed budget focus for 2019-2020
1/15/2019	SSC	Adopted Title I budget based on SPSA Goals.
2/12/2019	Faculty, ILT, and SSC	Final budget, Big Rocks, and SPSA goals for 2019-2020 discussed and Title I finalized.

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$473,678.27

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$51,714.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$109,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$133,169.40	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$294,683.40	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$294,683.40
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Sequoia Elementary School

School ID: 151

School Description

It is the mission of Sequoia Elementary to provide a powerful education to all students, enabling them to effectively contribute to our democratic society. Our vision is to ensure that all students have access to our core program within the context of a heterogeneous classroom. Classes at Sequoia are balanced in terms of gender and academic achievement. We present a curriculum that addresses different levels of linguistic and cultural orientations, complexity, pace and material to all students, and a variety of enrichment programs. We are committed to fostering a positive school-wide climate to support our vision.

School Mission and Vision

Sequoia's school community believes in educating the whole child. We want our children to be able to express themselves with excellence in writing, the visual and performing arts and music. Reading, writing, math and the sciences are our pathways to achievement and to making the world a better place.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Increased the overall students 12.8% in Meets or Exceeds Standards as measured by SBAC ELA.	Continuing to refine intervention supports, assessing all students using the SIPPS assessment, and targeting those specific groups has really allowed us to fill gaps in learning. We are using all support personnel during the "intervention/acceleration block."
Teachers are becoming more proficient at monitoring our ELL students. We are providing more supports, and gathering more evidence before reclassifying a students. We also have a team of teachers and instructional coaches who meet to look at our students who are eligible for reclassification.	Reclassification is becoming more thoughtful and based on a body of evidence. Our Coaches are meeting with teachers to develop a strategic plan for reclassification and monitoring.
21.8% of 3-5 students made 2 or more years growth as measured by the SRI	Our Tier 1 and Tier 2 instructional approach has expanded to talk about how we are going to accelerate students beyond just one year's growth. We have started targeting those students who rapidly growing and putting into place practices which support that acceleration.
Priority Challenges	Root Causes of Challenges
African American Students increased 3% in Meets or Exceeds Standards as measured by SBAC Math. Overall SBAC Math percentage was 49%.	While we are beginning to address the academic root causes, there needs to be a focus on wrap-around services. As a staff we also need to engage in more focus on trauma-informed instructional practices as well as culturally responsive curriculum.

Suspensions increased 10% last year for African American Students and students with Special Needs.

Suspensions are attributed to two students in the ICE SDC classroom who needed significant support, and were in the placed in the wrong setting. This year they were placed in an NPS. We have had no suspensions this year, and anticipate having none next year as well.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	95% of all students will have a staff member who will engage in a daily Check-In Check-Out process.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	81.06%	90.00%	95.00%
Suspensions	African-American Students	-2pp	3.33%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	6.90%	4.90%	0.00%%
Chronic Absence	African-American Students	-2pp	14.12%	10.00%	6.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All 3-5 Grade students will make +15 points DF3 growth as measured by SBAC ELA				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	12.4	27.4	42.4
ELA SBAC	Students with Disabilities	+20 points DF3	-86.6	-66.6	-46.6
ELA SBAC	African-American Students	+20 points DF3	-45.3	-25.3	-5.3

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	All 3-5 Grade students will make +15 points DF3 growth as measured by SBAC ELA				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-7.5	20	35
Math SBAC	Students with Disabilities	+20 points DF3	-107.2	-87.2	-67.2

Math SBAC	African-American Students	+20 points DF3	-63.5	-43.5	-23.5
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District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: There will be a 10% increase in the number of ELL students reclassified as measured by the ELPAC assessment.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	37.50%	41.25%	45.38%
LTEL Reclassification	Long-Term English Learners	25%	n/a	n/a	n/a

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students will make one year or more growth in reading as measured by the SRI

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	57.14%	76.00%	81.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	15.82%	0.00%	0.00%
K at or above Benchmark	All Kindergarten Students	+5pp	33.33%	38.33%	43.33%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	73.33%	78.33%	83.33%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Sequoia Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Balanced Literacy			
June 2021 Language & Literacy Goal:		We will increase the number of students meeting or exceeding standards as measured on the SBAC by 20%			
Theory of Action for Language & Literacy:		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		4.4	4
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
The intervention block has been targeted for SIPPS and Words Their Way Interventions. All students were assessed using the SIPPS pre-assessment. Students were divided into SIPPS groups based on that assessment. During the intervention block, staff were flooded into those grade-level groups. Students were placed in various SIPPS groups, or if they did not need the support were placed in a Words Their Way group.					
What evidence do you see that your practices are effective?					
Post-cycle assessment data has shown that the groups have been effective in moving students toward filling the instructional gaps that have been persistent for multiple years. We have collected the SIPPS data on an intervention tracker and are persistently monitoring the data.					
What are some possible implications for your 2019-20 SPSA?					
Continuing to support teachers in the implementation of SIPPS, but moving into more focused cycles of intervention that coincide with our instructional cycles of inquiry.					
18-19 Standards-Based Instruction Priority:		Math Instructional Practices			
June 2021 Standards-Based Instruction Goal:		We will increase students meeting or exceeding standards in math as measured by the SBAC by 20%.			

Theory of Action for Standards-Based Instruction:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, SMI, SBAC.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	4.8	4
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Our .5FTE math coach has been working with teachers on Tier 1 Instruction. Instructors have been pushing back on the instructional practice of the workshop model. We had to shift focus and ensure that all teachers were using the same model, and had the same vocabulary and understanding of the math block and math workshop.			
What evidence do you see that your practices are effective?			
They haven't been effective to date. We shifted the focus onto number sense routines and filling gaps in numeracy to give us more leverage faster, using a Number Sense Screener and number sense intervention to support those struggling students.			
What are some possible implications for your 2019-20 SPSA?			
Teachers need time to develop an instructional framework that fits into a workshop model. They also need more time for PD around numeracy, number sense, and number sense routines.			
18-19 Conditions for Student & Adult Learning Priority:	Social-Emotional Learning		
June 2021 Conditions for Student & Adult Learning Goal:	We will continue decreasing suspensions of AA and Special Education students to 0% through developing RJ structures, SEL supports, and therapeutic structures.		
Theory of Action for Conditions for Student & Adult Learning:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Suspension Rate	All Students	1.0%	8%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

Despite using ToolBox, PBIS, and pieces of Caring School Communities we have students who are still struggling to prevent pre-bullying behaviors, and developing empathy. We are looking at developing more supports for Tier 3 especially related to Trauma Informed Instructional Strategies, strategies for supporting our socio-economically disadvantaged students, and an underlying but hidden culture of bullying that is coming to the surface.

What evidence do you see that your practices are effective?

Our practices are effective in that a student survey found most students feel safe and don't experience many negative interactions with other students and adults. We have also had NO URFs this year, and zero suspensions.

What are some possible implications for your 2019-20 SPSA?

Working on using more pieces of the Caring School Community Circles and using grade level mindfulness activities to support all of the grade levels.

18-19 Conditions for English Language Learners Priority:	ELL Reclassification		
June 2021 Conditions for English Language Learners Goal:	We will increase reclassification of ELLs to 30%.		
Theory of Action for Conditions for English Language Learners:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	20.0%	25%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We shifted our ELL instruction back into the classroom for an integrated ELD instructional model. Last year, our outgoing ELD Coach presented PD cycles to support ELD instruction.

What evidence do you see that your practices are effective?

Reclassification remains high. By focusing on ELD practices in the lower grades this year, we anticipate a continued growth in our reclassification rates.

What are some possible implications for your 2019-20 SPSA?

Our .5FTE ELA Coach and our .5FTE Intervention Coach will continue to support teachers in developing our integrated ELD Model. Students will also continue to be grouped during the intervention block to receive structured language supports as well.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

None.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Sequoia Elementary School

School ID: 151

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Social-Emotional Learning
School Theory of Action:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.
Related School Goal(s):	95% of all students will have a staff member who will engage in a daily Check-In Check-Out process.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T1: Teachers implement Caring School Community curriculum on a daily basis through morning and closing check-in meetings. Teachers implement research-based mindfulness curriculum on a daily basis to supplement adopted SEL curriculum and meet diverse social/emotional needs of students.	L1: Site Leadership and PBIS Team observe and PBIS Team strengthen staff knowledge of SEL standards, instructional strategies to meet them, and instructional tools to utilize in order to meet the social/emotional needs of all students.	We will decrease the number of URFs by 25%. We will also begin monitoring the number of students needing RJ, grade levels, and categories of supported utilized by RJ support team.

1-2	<p>T2: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. Focusing on EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Teachers engage families in a variety of ways around student achievement, grade level standards, and specific strategies to support academic and social emotional learning.</p>	<p>L2: Site Leadership and PBIS team will allocate time for strategic teacher-parent engagement and ensure a minimum of two family engagement workshops focused on parenting and SEL competencies particularly as they affect student academic success.</p>	<p>COST Tracker, PBIS 2-5 Student Survey, and SRSS data. SPTO Parent Engagement Survey data collection will determine the need of parents.</p>
1-3	<p>T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will also create a system of engagement to support homeless families and our foster youth, through mental health services, connecting with our extensive network of families who have businesses and county and state connections.</p>	<p>L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>100% participation either through attendance or phone calls for Fall Parent-Teacher Conferences. 100% of parents of at-risk youth will participate in Spring Parent-Teacher Conferences, as well as parents who request an additional conference.</p>
1-4	<p>T4: Teachers engage families in transitioning of students from Pre-K to TK or Kindergarten using Pre-K, TK, Kinderviews to assess students and engage parents.</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement specifically for transition for 5th to 6th and Pre-K to TK or Kindergarten, and ensures a minimum of two family engagement workshops specifically.</p>	<p>Increased attendance and academic outcomes for TK and K students. Increased participation of TK and K families in school-wide structures (SSC, SELLS, Affinity Groups, Kinderviews) and attendance at school-wide events (Back to School Night, Family Reading Night).</p>

1-5	<p>T5: EBAC Healthy Start School program will create a system of transition between school systems and afterschool program for EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities focusing on Social and Emotional supports.</p>	<p>L5: Principal and Leadership team will meet monthly focusing on the students in our subgroups: EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities. Afterschool staff will be trained in all structures supporting social and emotional learning: ToolBox, RJ, Caring School Communities, 4 Core Values.</p>	<p>Number of office referrals from the afterschool program will decrease. Increased family participation in afterschool program supports.</p>
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<i>District Strategy:</i> Providing Equitable Access to STANDARDS-BASED INSTRUCTION			
School Priority ("Big Rock"):	Math Instructional Practices		
School Theory of Action:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC.		
Related School Goal(s):	All 3-5 Grade students will make +15 points DF3 growth as measured by SBAC ELA		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

2-1	<p>T1: Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement</p>	<p>L1: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Teachers will choose focus students from sub-groups and identify benchmark data that will be monitored throughout the year.</p>
2-2	<p>T2: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L2: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>Monthly SEL goal aligned to Toolbox. Teachers will have a cross grade level SEL buddy class and will have a monthly session with this class. The PBIS team will monitor ongoing needs of the school and identify goals for school as they arise.</p>

2-3	T3: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.	L3: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community	Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language and discourse. Teachers will have 3 weekly 50 min. PLC times to collaborate around standards based curriculum and assessments.
2-4	T4: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	L4: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long theme of academic language. Plan will be created in June of 2019 and will be monitored by the ILT team at bi-monthly ILT meetings.
2-5	T5: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L5: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Grade level and instructional plans for the year will be developed by June of 2019. These will be shared by ILT leads with principal. Teams will monitor, update and share with admin for feedback throughout the year.
2-6	T6: Focused PD for teachers on meeting the differentiated needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	L6: Principal and Leadership team will develop a cycle of instruction and PD around meeting the specific intervention needs of EL students, AA students, Latino students, GATE students, economically disadvantaged students, students with disabilities, and newcomers.	Teachers will be trained in math workshop practices and assessment tools which support specific interventions in Number Sense, and CGI supports for problem solving.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Balanced Literacy
School Theory of Action:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Monthly learning walks will collect data on the implementation of tasks. Teachers will develop formative assessments for each unit that capture the tasks.

3-2	<p>T2: Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals and instructor will accelerate their learning using specific strategies developed from GATE curriculum); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give increased extended learning opportunities), based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Teachers will choose focus students from subgroups and identify benchmark data that will be monitored throughout the year.</p>
3-3	<p>T3: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p>	<p>L3: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>Teachers will have weekly 60 min. PD in 6 week cycles aligned to content areas with a year long them of academic language. Plan will be created in June of 2019 and will be monitored by the ILT team at bi-monthly ILT meetings.</p>

3-4	<p>T4: Teachers lead data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. Instructors in grades 3-5 will additionally focus on SBAC data, to determine next steps in core language arts instruction. Instructional strategies will focus on those students who are both behind and those students who are advanced.</p>	<p>L4: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction. For grades 3-5 an additional focus will be on SBAC Reading and Writing data to analyze, set goals, and determine next steps for students who are behind and those who need additional acceleration supports.</p>	<p>Grade level and instructional plans for the year will be developed by June of 2019. Teams will monitor, update and share with admin for feedback throughout the year.</p>
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	ELL Reclassification
School Theory of Action:	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.
Related School Goal(s):	There will be a 10% increase in the number of ELL students reclassified as measured by the ELPAC assessment.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	<p>T1: All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners</p>	<p>L1: ILT will plan, schedule and ensure the provision of rigorous and relevant Professional Development throughout the year focused on small group instruction and differentiation. ILT Professional Development planning, PLC and PD time, aligning resources for outside trainers as needed</p>	<p>Teachers are consistently providing small group instruction for English Language Learners.</p>
4-2	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>Instructional walkthroughs will seek evidence of scaffolds for English Language Learners including sentence frames, posted vocabulary, academic supports, and oral language structural supports.</p>

4-3	T3: Teachers will be trained in GLAD and EL strategies to support any potential Newcomers. ELD Coach will be giving PD to instructional staff on newcomer supports.	L3: Principal, Leadership Team, and ELD Coach will develop instructional support and family outreach structures to work with our EL families and specifically our newcomer families.	ELD Coach will lead outreach to newcomer families to help support instruction and behavioral supports.
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 151

School: Sequoia Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool staff will be trained in all structures supporting social and emotional learning: ToolBox, RJ, Caring School Communities, 4 Core Values.	151-1
\$5,233.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.20	T2: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice	151-2
\$200.00	General Purpose Discretionary	Postage	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		General support for academic and social-emotional practices.	151-3
\$3,500.00	General Purpose Discretionary	Maintenance Agreement	Goal 1: Graduates are college and career ready.	5610	Equip Maintenance Agreemt		n/a		General support for academic and social-emotional practices.	151-4

\$5,045.00	General Purpose Discretionary	.5 TSA Intervention	Goal 3: Students are reading at or above grade level.		n/a		n/a	0.10	T2: Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals and instructor will accelerate their learning using specific strategies developed from GATE curriculum); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give increased extended learning opportunities), based on evidence, regardless of current level of achievement	151-5
\$6,375.00	General Purpose Discretionary	Surplus	n/a		n/a		n/a		n/a	151-6
\$11,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		General support for academic and social-emotional practices.	151-7

\$28,696.80	General Purpose Discretionary	.25 TSA ELA	Goal 3: Students are reading at or above grade level.		n/a		n/a	0.25	All classroom teachers will provide targeted support and differentiation for accelerating English Language Learners	151-8
\$1,699.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a			151-9
\$2,000.00	LCFF Supplemental	Teacher Extended Contract	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a			151-10
\$56,407.80	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4876	STIP Teacher	1.00		151-11
\$71,210.50	LCFF Supplemental	.5 TSA Math	Goal 2: Students are proficient in state academic standards.		n/a		n/a	0.50		151-12
\$7,000.00	PTA	ST Math	Goal 2: Students are proficient in state academic standards.		n/a		n/a			151-13
\$18,000.00	PTA	Tech	Goal 5: Students are engaged in school every day.		n/a		n/a			151-14
\$22,500.00	PTA	Music	Goal 5: Students are engaged in school every day.		n/a		n/a			151-15
\$25,000.00	PTA	Garden	Goal 5: Students are engaged in school every day.		n/a		n/a			151-16
\$36,000.00	PTA	Art	Goal 5: Students are engaged in school every day.		n/a		n/a			151-17
\$38,000.00	PTA	Science	Goal 2: Students are proficient in state academic standards.		n/a		n/a			151-18

\$5,045.17	Central Resources	.05 TSA for Intervention	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6102	10-Month Classroom TSA	0.05	<p>T1: Teachers differentiate instruction in the following ways for the following sub-groups: All low performing (students will be pulled into small groups during the intervention block); EL students (will meet 3x a week with teacher for specific embedded ELD time and extended learning and practice opportunities); AA students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); Latino students (focus on data groups in 6-week intervention cycles determined by pre-and post-data collection); GATE students (during intervention/acceleration block students will work on 6-week instructional goals); economically disadvantaged students focus on data groups in 6-week intervention cycles determined by pre-and post-data collection), students with disabilities (instructor will meet weekly to assess goal attainment, plan with resource teacher, and establish 6-week instructional plans to meet the IEP goals and give extended learning opportunities), based on evidence, regardless of current level of achievement</p>	151-20
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\$25,218.00	Central Resources	.2 Psych	Goal 5: Students are engaged in school every day.	5734	School Psychologist	n/a	0.20	T3: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will also create a system of engagement to support homeless families and our foster youth, through mental health services, connecting with our extensive network of families who have businesses and county and state connections.	151-21
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Jody London, President, BOE



Kyla Johnson-Trammell, Superintendent and Secretary, BOE



Strategic Resource Planning

2019-2020 School Site Council Membership Roster – Elementary

School Name: _____

Chairperson :
Vice Chairperson:
Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
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SSC Legal Requirements (EC Sections 65000-65001):

1. Members **MUST** be selected/elected by peer groups;
2. There **MUST** be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community Members